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LIBRARIAN OF MICHIGAN STATE NORMAL COLLEGE

YPSILANTI, MICHIGAN

1904



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G. M. WALTON

LIBRARIAN OF MICHIGAN STATE NORMAL COLLEGE

YPSILANTI, MICHIGAN

1904

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Library School of

Introductory Note

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School

THE following chapters were written for the Normal College News, to give information to old students who have the care of small school libraries. Letters asking for help are received almost daily. The size of the libraries is usually from two hundred to one thousand volumes. The specific questions asked have been classified and answered, and are gathered into this little pamphlet which may sometimes settle difficulties, and may often form a basis for further questions which will be gladly answered, as in the past, through personal correspondence.

The smallest school must have a library, and these very elementary and practical suggestions are offered in the hope that they may be of service to the teacher-librarian.

G. M. WALTON

August 1904



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CHAPTER I

Accessions

THERE are two lists of books that are absolutely indispensable to the smallest library, one list to show the number of books, their cost, and material value; the other to give information regarding the contents and use of the books, their authors, titles and the special subjects treated. The latter is called the Catalogue, its importance being marked by the absence of any qualifying word. The former was long called the Numerical catalogue, but has been re-christened the Accession book. It is a record of each book acquired by the library (of each accession to the library), entered in consecutive numerical order, with the author, title, publisher, place of publication, cost and other details necessary to a history of each volume on the shelves.

The accession book may be an ordinary blank book, ruled off with the headings written in by the librarian, or a book made for the purpose may be bought of the Library Bureau, Chicago. The smallest edition is made for 1,000 volumes, and costs \$1.00. If a blank book is used, one 8x10 inches is convenient, and the double page is necessary for the complete entry. (See opposite page).

Every book, pamphlet, or volume of a set of books, is given an accession number and occupies one line. If a book is worn out, lost, or withdrawn the fact is noted in the columns for remarks. Gifts are entered as other books except the word "gift" is written in the cost column. Bound periodicals are entered as other books, but cost of subscriptions, and of binding are kept elsewhere, in separate note books.

Date	No. Vol	Author	Title	Place Pub.	Year	Source	Cost	Bdg.	Remarks
Nov. 18	208	1	Fiske, J. Critical Period	Bost. H. & M.	1888	Wahr	\$1.40	ci	

right-hand page

Accession Book (Reduced size)
left-hand page

Each book should be marked with the name of the Library, on the inside of the front cover, either with a printed label, or a rubber stamp, in either case a blank being left, that the accession number may be added. E. g.:

RICHMOND, MICHIGAN
PUBLIC SCHOOL LIBRARY
NO.-----

The accession book is of specific value. It is the business ledger. In case of fire it is the basis of estimating losses, and securing insurance. It is the catalogue which answers many purposes, among them that of taking account of stock. It is the most important record book of the library.

CHAPTER II

Cataloguing

THE catalogue of a library is very like the index of a book, and the statement may be strengthened by adding that a library without a catalogue is deprived of its usefulness even more than a book without an index.

All questions which must be answered in a library fall under three heads:—(1.) Have you a book by a certain author? (2.) Have you a particular book? (3.) What have you on some specific subject? The first requires that all books be catalogued by authors. The second necessitates writing titles of books. The third demands the careful examination of the books, that each may be entered under the general subject class to which it belongs, and still further that the volume be analyzed and special chapters

noted, to which neither the title nor the general subject of the book would give any clue. Take for example Wilson's Division and reunion. Our first question would be answered by a card written for the author; our second by one for the title, but the third would not be covered by one under the subject of U. S. History, and an examination of the chapters would at once furnish headings for such subjects treated, as Slavery, Banks, Secession, Reconstruction, etc.

There are two forms of catalogue—the printed catalogue and the card catalogue. The former is the most expensive and the least useful. A printed catalogue is always out of date, and the books which it does not catalogue are always the newest, and often the best on a given subject, in the library. Take a library of five hundred volumes, prepare a printed catalogue, and \$5.00 would be a very conser-

vative estimate for the printer's bill. The following year perhaps fifty volumes will be added to the library, a printed supplement would cost at least a dollar, and the catalogue would not be in alphabetical or classified order. Each year will add to the expense and to the inconvenience. A card catalogue, on the other hand, has the twofold advantage of economy of expense, and of always being up to date in one alphabet. A card catalogue case, which will hold 2000, 4000, or 6000 cards can be bought (of the Library Bureau, Chicago) for \$5.00, \$8.00 and \$12.00 respectively, and cataloguing cards cost \$2.25 per thousand.

The one absolutely essential detail in the mechanical part of the catalogue, is the use of the standard sized card. This is made in various qualities and by several library supply houses, but the card made by the Library Bureau, Chi-

cago, at \$2.50 per thousand, is perfectly satisfactory. If it is inexpedient to purchase a catalogue case at once, the box in which the cards are shipped may serve the purpose temporarily—the standard size insuring their fitting into the better case, which may be provided later.

Before a book is ready to catalogue it should have been accessioned, and the accession number (or individual number of the book) entered in the book, and also the name of the library entered in the book. A book should be catalogued from the title page, which often differs from the title printed on the back. The author card should be written first, and should contain the author's name, the title of the book, and at the lower part of the card the accession number. If the book has illustrations the abbreviation *Illus.* should be added, and if there are

more volumes than one the fact should be noted—*E. g.* 3 vol.

Take for example Fiske's Critical period:—

	Fiske, John
	Critical period of American
	history, 1783-1789
	208
	Author card (reduced; actual size, 7½x12½ cm.)

This card answers our first question, have you "a book by a certain author?" moreover when it is put into the catalogue, if there are other books in the library by John Fiske, they will all be together in the catalogue.

The next card to write, which would answer the second question:—"Have you a particular book?"—is the title card. Here the order is reversed, Critical period, etc.,

appearing on the top line, and author's name (inverted as before) on the second line.

Our last question remains:—"What have you on a specific subject?" Of what then does this volume treat as a whole, and of what specific subjects? The main subject would be U. S. History, (written on the top line of the card,) the author's name following. Looking through the table of contents we find many chapters, among them, one on the Federal convention. For this we write our subject: Federal convention—on the top line, the author's name follows in the same place, on the second line, and then the name of the book,—see his Critical period of U. S. History, p. 230-305.

Let me cite one more book, and I have chosen books that should be in all Public school libraries—Jane Austin's Standish of Standish: a story of the Pilgrims. This

is a historical novel, and the author card would be written as the Fiske card, but this book should be made available also under U. S.—History—Colonial, and under Pilgrims for subject headings. Now let us arrange our cards. Supposing we have catalogued all the books mentioned, we will have in our author cards as follows:—

- Austin, Jane. Standish of Standish; A story of the Pilgrims.
 Fiske, John. Critical Period of American history—1783-1789.
 Hart, A. B. American History as told by contemporaries. 4 vol.
 Wilson, Woodrow. Division and reunion. Maps.

If a student comes to look up a topic in U. S History, under that subject he will find:—

- U. S.—History. Fiske, John. Critical, period, etc.
 U. S.—History. Hart, A. B. American history, etc.
 U. S.—History. Wilson, Woodrow. Division and reunion.
 U. S.—History. Colonial. Austin, Jane. Standish of Standish, etc.

If he wants something specially on the Federal convention he will find an admirable reference, and the same in looking for Slavery, Banks, Pilgrims, etc.

There is no work in which it is truer that one must learn in the doing than cataloguing. The two points to be emphasized are: First—Be careful and consistent in deciding on subject headings, and second, try to catalogue from the point of view of the class of students, as a whole, who will use the catalogue—for instance, do not let the general head U. S. History cover specific subjects. If “a spade is a spade,” use Spade for subject heading, and not Farming implement.

CHAPTER III

Cataloguing

THE cataloguing of books in a library implies systematizing their contents and thus, bringing together in the catalogue, books and chapters of books, which treat of the same subject. In other words, it classifies the material at our disposal, and makes available the resources of many hundred or many thousand books, as an index serves to make available the contents of one book or one set of books.

When cataloguing a book, look carefully at the title page, and put so much on the card as may be necessary to define the scope of the book. Often the sub-title is absolutely essential. For E. g.: MacDonald's Select documents, needs the qualification of its sub-title—Illustrative of the history of the United States 1776–1861. If catalogued under the subject-heading,

U. S. Original documents, we would know from this sub-title, that we would find in it neither the Colonial charters, nor the last Treaty with Spain. Next a careful examination of the preface, and table of contents is necessary, to decide just what material in the book will be of absolute service and under what head or title it will probably be called for. Shall we write a specific card for the Articles of Confederation, and for the Ordinance of 1787, or shall we trust to their being found under U. S. Original documents. In many cases, in the school, there is a certain periodicity about the references. Each semester certain references are wanted, and it is well to note these, and enrich the catalogue from all good sources.

Decide on subject headings with extreme care that they be clear, explicit and exact. If several entries have been

made under U. S.—History-Colonies, do not forget and make an entry under some new form, as U. S.—Colonies. If the word Bank has been decided on, do not enter a book under National banks, but rather write a card, National banks *see* Banks, and keep the several references on banking together. If uncertain about a heading consult your catalogue to see if you have already decided on one.

It is well to leave the cards in the books catalogued on one day, to be read and verified the next day. If a book is uncut, write the word *cut* on a slip of paper and place it in the book, that it may not reach the shelf uncut. Having carefully re-read the cards, divide them into two lots, one the author cards, the other the title and subject cards. The word *author* card is used technically to stand for *main* card, that is, the card

which contains certain specific information usually of importance chiefly to the cataloguer, for example: the accession number, or a note to state that one volume out of a set is lost, or that two volumes only of a set are as yet published, etc., etc.

Periodicals, cyclopedias, atlases, year books of schools and certain reference books which are known almost exclusively by title are catalogued with the titles for the main card, and a regular title card is also written to go with the titles and subjects. For example, The Educational review, Universal cyclopedia, Rand, McNally's atlas, Century dictionary of names, and the Statesman's year book—the five most essential reference books after Webster's International dictionary—each should have as a main or author card, the title of the

work, with the name of the editor entered on it, if necessary, and also a title card, that it may be found in whichever place it is looked for. Further, these main-title cards are treated alphabetically as proper names. The main card for a periodical would be written as follows:

	E d u	cational Review
		1900-date
		vol 20-date
		ed. by Butler, Nicholas Mur-
		ray
		over

The card shows exactly what years and what volumes are in the library. The word *date* signifying—to the present time.

In the case of a periodical, or of any work which is published at intervals (generally called, Continuations,) it is well to write the word *over* at the bottom of the

card, and put the accession numbers on the back, opposite the vol. E. g.:

Vol. 10. 247.

Vol. 11. 293.

Vol. 12. 344.

The same rule would apply to such books as the Normal College Year book, The School laws of Michigan, Report of the Supt. of Public instruction, Report of the U. S. Commissioner of Education. The cards would be written and alphabetized as follows with the author cards already in the catalogue. The word *date* is also entered on these cards, and care should be taken that they are kept up to date.

Austin, Jane. Standish of Standish; A story of the Pilgrims.

Century dictionary of names.

Educational review. 1900—date. Etc.

Fiske, John. Critical period of American history. 1783-1789.

- Hart, A. B. American history as told by contemporaries. 4 vol.
- MacDonald, William. Select documents illustrative of the history of the United States. 1776-1861.
- Michigan—Public instruction, Report of the Superintendent. 1897—date.
- Michigan—State Normal College, Year books. 1895—date. 9 vol.
- Rand, McNally & Co. Indexed atlas of the world. Statesman's Year book. 1900—date. 4 vol.
- U. S.—Education, Bureau of. Report of Commissioner of Education. 1892—date.
- Universal Cyclopaedia. 12 vol.
- Wilson, Woodrow. Division and reunion. Maps.

In the same way the duplicate title card for each would be alphabetted into the catalogue of titles and subjects. When a new volume of a periodical is bound, or a new year book or other *continuation* received, it is accessioned, and the number of the volume and the accession number is added to the card already written.

Do not attempt to make a catalogue without some books on library methods. For any one who has had little or no ex-

perience, the simpler and briefer these helps the better. The best book I know is *Hints to Small libraries*, by Miss Plummer, librarian of Pratt Institute, Brooklyn, N. Y., and most easily obtained direct from the author, price 50c.

The best help one can have is to visit other libraries and study their catalogues, and ask questions of the librarians. Keep a list of questions and be ready to seize any opportunity which offers to have them answered.

CHAPTER IV.

Classification

THE subject of classification falls into two divisions: (1.) The books and their contents for the purpose of cataloguing; (2.) The arrangement of books on the same subject into groups, for convenient placing on the shelves.

The former has already been considered. Regarding the latter, books in all libraries large or small, public or private, naturally fall into much the same arrangement, but in a large library, or a public library, it becomes necessary that each book shall have some distinctive mark that it may easily be replaced on the shelves. We place together general reference books, books on science, and histories, and literature, etc., etc.

Many systems have been devised for arranging and marking books in a logical

and scientific manner. The one most in use and most simple in its application is the Dewey Decimal classification.

This classification groups all knowledge into ten classes:—General Works, Philosophy, Religion, Sociology, Philology, Natural Science, Useful Arts, Fine Arts, Literature, History. Each of these classes is subdivided into ten, as the Natural sciences. — Mathematics, Astronomy, Physics, Chemistry, Geology, Paleontology, Biology, Botany, Zoölogy. These again are subdivided, as Mathematics into Arithmetic, Algebra, Geometry, etc. Of course in a very large library the subdivision goes on indefinitely. In a small school library many of the numbers would not be used in the table of one hundred Headings. Before beginning to classify the books, decide under which headings the library has enough books to make a group, and underscore these numbers in the table.

DIVISIONS**000 General Works.**

- 010 BIBLIOGRAPHY.
- 020 LIBRARY ECONOMY.
- 030 GENERAL CYCLOPEDIAS,
- 040 GENERAL COLLECTIONS.
- 050 GENERAL PERIODICALS.
- 060 GENERAL SOCIETIES.
- 070 NEWSPAPERS.
- 080 SPECIAL LIBRARIES. POLYGRAPHY.
- 090 BOOK RARITIES.

100 Philosophy.

- 110 METAPHYSICS.
- 120 SPECIAL METAPHYSICAL TOPICS.
- 130 MIND AND BODY.
- 140 PHILOSOPHICAL SYSTEMS.
- 150 MENTAL FACULTIES. PSYCHOLOGY.
- 160 LOGIC.
- 170 ETHICS.
- 180 ANCIENT PHILOSOPHERS.
- 190 MODERN PHILOSOPHERS.

200 Religion.

- 210 NATURAL THEOLOGY.
- 220 BIBLE.
- 230 DOCTRINAL THEOL. DOGMATICS.
- 240 DEVOTIONAL AND PRACTICAL.
- 250 HOMILETIC. PASTORAL. PAROCHIAL.
- 260 CHURCH. INSTITUTIONS. WORK.
- 270 RELIGIOUS HISTORY.
- 280 CHRISTIAN CHURCHES AND SECTS.
- 290 NON-CHRISTIAN RELIGIONS.

300 Sociology.

- 310 STATISTICS.
- 320 POLITICAL SCIENCE,
- 330 POLITICAL ECONOMY.
- 340 LAW.
- 350 ADMINISTRATION.
- 360 ASSOCIATIONS AND INSTITUTIONS.
- 370 EDUCATION.
- 380 COMMERCE AND COMMUNICATION.
- 390 CUSTOMS. COSTUMES. FOLK-LORE.

400 Philology.

- 410 COMPARATIVE.
- 420 ENGLISH.
- 430 GERMAN.
- 440 FRENCH.
- 450 ITALIAN.
- 460 SPANISH.
- 470 LATIN.
- 480 GREEK.
- 490 MINOR LANGUAGES.

500 Natural Science.

- 510 MATHEMATICS.
- 520 ASTRONOMY.
- 530 PHYSICS.
- 540 CHEMISTRY.
- 550 GEOLOGY.
- 560 PALEONTOLOGY.
- 570 BIOLOGY.
- 580 BOTANY.
- 590 ZOOLOGY.

600 Useful Arts.

- 610 MEDICINE.
- 620 ENGINEERING.
- 630 AGRICULTURE.
- 640 DOMESTIC ECONOMY.
- 650 COMMUNICATION AND COMMERCE.
- 660 CHEMICAL TECHNOLOGY.
- 670 MANUFACTURES.
- 680 MECHANIC TRADES.
- 690 BUILDING.

700 Fine Arts.

- 710 LANDSCAPE GARDENING.
- 720 ARCHITECTURE.
- 730 SCULPTURE.
- 740 DRAWING, DESIGN, DECORATION.
- 750 PAINTING.
- 760 ENGRAVING.
- 770 PHOTOGRAPHY.
- 780 MUSIC.
- 790 AMUSEMENTS.

800 Literature.

- 810 AMERICAN.
- 820 ENGLISH.
- 830 GERMAN.
- 840 FRENCH.
- 850 ITALIAN.
- 860 SPANISH.
- 870 LATIN.
- 880 GREEK.
- 890 MINOR LANGUAGES.

900 History.

910		GEOGRAPHY AND DESCRIPTION.	
920		BIOGRAPHY.	
930		ANCIENT HISTORY.	
940	Modern.	{ EUROPE.	
950			ASIA.
960			AFRICA.
970			NORTH AMERICA.
980			SOUTH AMERICA.
990		OCEANICA AND POLAR REGIONS. *	

Taking some of the books we have already mentioned in the chapters on cataloguing, we would place Austin's, Standish of Standish, with American literature; the Century dictionary of names, with the General cyclopedias; Educational review, with works on Education; and Fiske's Critical period, with N. American history. Having found from the table the number of the group, mark it in the book on the inside of the cover under the stamp which has the accession number, and place it also in the upper left hand corner of each card that is written for the

*Reprinted from the DECIMAL CLASSIFICATION by permission of the publishers, Library Bureau, Boston.—A forty-page pamphlet with explanation and detail, will be sent free to any applicant.

book. It is generally more convenient to assign the class No. before cataloguing the book, as then the number is ready to be added at once to the cards.

The books are now divided into groups—and each group has its distinctive mark, or number. The next process is to place the books on the shelves—First come the General reference books, followed by those on Philosophy, where probably all will be included in the No. 150 Psychology. Under Religion there will perhaps be the two divisions 220 Bible, including any works relating to the bible, as a concordance, a life of Christ, or a book of bible stories; and 290 Non-Christian religions, where the Greek and Roman mythology would be placed.

The general groups being together, the books must be placed on the shelves in some regular order, and this means arranging them alphabetically by the author. To this rule there is one exception, A biography is alphabetted by the name of the person whose life is written, as this allows two or more lives of the same

person to stand side by side, and also in many cases by the side of the works of which he is the author, as in English literature the lives of Addison would stand next to the Spectator.

All individual biography is more useful in a reference library (and all school libraries are such) if placed in its own group. Lives of American statesmen should go into American history.

There should be no fiction in a school library that is not worthy to be classed Literature. There are plenty of good stirring stories for the boys and girls, by such authors as Alcott, Bouvet, Jewett, Stockton, Scott, Mark Twain, Stevenson, and Mulock, nor shall we bar out Capt. King, Henty and Otis—and good books for pure enjoyment should make a fair percentage of school library books.

This system of classification has the peculiar advantage of expansion through placing new books in each group in their alphabetical order, on the shelves, in the same manner that new cards are inserted in the catalogue.

CHAPTER V.

Administration

UNDER the heading Administration will fall such details as, regulations for drawing and charging books; use and care of periodicals; selecting and ordering books; and library tools, both mechanical and literary. In some of the smaller schools the teacher best adapted for the work is appointed librarian and given time from regular work, or given extra pay for extra work. It is also expedient to select one or two of the senior class who are usually glad to give their time for the benefit and the honor of having charge of the library during their free class periods. Too often the entire work falls on the superintendent.

The smaller the library the greater the necessity for allowing all kinds of books

to be taken from the room, and also the more urgent the requirement that they be taken at such time only as will not interfere with their use as needed in the room, and that they be returned with absolute promptness at the time stated. No book should be taken from the library, even for a few minutes, by either teacher or scholar, without a charge being made. The simplest charging system, is the use of slips of paper, cut to uniform size—about 2x4 inches. Write name of author at top, and below, title of book, accession number, and sign with name of person drawing the book. These slips should be kept in alphabetical order, snapped together with a rubber band, convenient for immediate reference when a book is wanted which is not on the shelves. When the book is returned the slip is destroyed. It is well to add date, and sometimes to note length of time the book is to be kept out.

The periodical list should receive early attention. It will be limited by the funds at the disposal of the library, and by the judgment of the individual librarian. About one quarter of the annual fund should be allowed—this might, or might not include binding. No periodical should be subscribed for that would not be of permanent worth. With \$100 a year for the library, \$25 should be spent for periodicals—with ten on the list, there would be nearly twenty volumes to bind, as most bind two volumes to the year. Binding costs from 50 cents to \$1.00 per volume. Allowing \$10.00 for binding there would be \$15.00 for the subscription list. The following list comprises those periodicals found most often, to have successfully stood the test of usefulness:—

Youth's Companion (weekly), illus.	\$1.85
St. Nicholas (monthly), illus.	3.00
Kindergarten Magazine (monthly), illus.	2.00
Scribner's Magazine (monthly), illus.	3.00

Cosmopolitan (monthly), illus.	\$1.00
Outlook (weekly), illus.	3.00
Review of Reviews (monthly), illus.	2.50
World's Work (monthly), illus.	3.00
Educational Review (monthly), illus.	3.00
Public Libraries (monthly),	1.00

The Educational review and Public libraries are for the use of the teachers. In a library of less than 1,000 volumes it would be inexpedient to buy any books on methods for the use of the teachers, but all should have access to the Review, which is invaluable and should be catalogued and bound promptly. Public libraries contains a great deal of helpful material, suggestions, reading lists, etc., for school libraries.

There are many articles in the periodicals that should be catalogued. A convenient form is Subject, periodical, vol., page, date, E.g.:

Postoffice: World's Work. v 7: p. 4075: Nov. '03.
All periodicals are arranged on the shelves alphabetically. A discount of about 15

per cent is given by subscription agencies, and a careful record should be kept, of the date of ordering, agency from which ordered, cost, and date of beginning and ending of subscription. Each number is to be entered on a check list as received, and when a volume is complete it should be bound at once.

The selecting and ordering of books is the most important part of library work. The best helps are to be found in looking over a well selected library, and in the personal recommendation of books that have been used successfully by teachers in whose judgment confidence may be placed. Keep a memorandum of such books, noting author, title, and person by whom recommended, and specific use of book. Then when money is available, and book lists are to be made out, there will be a reliable beginning.

Publishers catalogues are supplied for

the asking, and those of such houses as Ginn & Co., D. C. Heath, Houghton & Mifflin, American Book Co., Macmillan, and Scribner's Sons are indispensable. There are certain classics that must serve as the basis and nucleus of every library, and these firms each supply some of these in the most convenient and attractive of editions, and several of them publish special catalogues of books adapted to school libraries and reading, for the young. To cite one example from each of these particular houses, Ginn & Co., publish the Jane Andrews series of books, containing Ten boys, Seven little sisters and others. D. C. Heath's series of Home and School classics, offer such books as Mrs. Ewing's Jackanapes, and Miss Mulock's Little lame prince. Houghton & Mifflin are richest in American authors, and their Cambridge edition of the poets is indisputably the one to be bought for Long-

fellow, Whittier, and other poets which the smallest library must have. The Eclectic series of the American Book Co., is the most inclusive in its scope, with a range from children's fairy tales, through famous stories in literature, geography, history and the English classics. The Macmillan's publish Hart's American history told by contemporaries, and Hart's Source readers of American history. Scribner's Series of school reading, furnish several things at a reasonable cost, that are not published elsewhere in convenient form—as Thompson-Seton's Animal series, and Wright's American literature stories. These catalogues should be kept together, and in alphabetical order by name of publishing house.

There are so many good lists to assist one that a selection is difficult. First and most easily available is the one printed by Hon. Delos Fall, Supt. of Public Instruction, in the State manual and course of study—last edition. This is sent free upon application at the Superintendent's office, Lansing, Michigan.

An ideal list is published by the Buffalo Public Library called Class-room libraries for Public schools, and covering the 1st to 9th grades. The first part is arranged by grades, the second part is an author and title index in one alphabet, the third is a subject index to the graded list. Opening at random the following occur: Firemen, Flag day, Japan, Pilgrims and puritans, Ships and sailors. This catalogue will be mailed on receipt of 10 cents.

Further lists are found in educational papers, which with such periodicals as the World's work, Outlook, and Review of reviews should be read regularly for notices of new books.

Finally, present a book list of exactly what is most wanted, and that exactly meets the amount of money to be spent. Do not send in a \$30.00 list, when there are but \$10.00 to spend, first because it is unbusiness like, second because the Board will unfailingly cut out the particular books you consider most valuable.

CHAPTER VI.

Reference Books

Two things are absolutely indispensable in any library, large or small, public or private—good books, and intelligence in their use. The smaller the library the more necessary is a discriminating knowledge of its resources. Broadly speaking, in a very small library all books may be considered reference books, for one could so master their contents as to make them answer many questions which, in a larger library, might more quickly be found elsewhere. For example, certain textbooks in science and history indicate the pronunciation of proper names, and might be referred to in case there were no dictionary; or a geographical reader might give information which could more quickly and conveniently be found in a general cyclopaedia.

In a more restricted sense a reference book is one to be consulted for definite points of information, and is arranged for ease in looking up specific facts. Its arrangement may be either alphabetical, topical, or chronological—and it is provided with tables of contents, and with indexes, which lead one quickly to the information desired.

The intelligent use of such books depends very largely on two things: First, to quickly sieze on the scope and arrangement of the work; second, the habitual use of the index. The old joke of reading through an encyclopedia frequently materializes, as in the case of a student referred to the Statesman's Year Book to find the number of members in the House of Commons. The student returned next day to his teacher saying he had read three hours in the book and had not found what he wanted. However, the

same illustration points another lesson besides the lack of knowledge in the use of an index, namely, that of personal help, for the teacher at once gave assistance that was thenceforth valuable in the use of all reference books.

A few moments of individual help in the use of books and catalogues and dictionaries is of inestimable value, and the oft-repeated "send the student to the catalogue," should rather read "take the student to the catalogue" and explain the particular reference in hand, for in nothing does a concrete example more surely illustrate general principles than in reference work.

The corner stone of every library should be Webster's International dictionary. It is the standard American dictionary, being used far more generally than any other, and also being the official standard of the U. S. Supreme Court, of

Congress, and of many U. S. and individual state departments. Besides its general use for the derivation, definition, and pronunciation of words, it is invaluable for its appendix, containing a dictionary of noted fictitious persons and places; pronouncing gazetteer or geographical dictionary; dictionary of classical and foreign words and quotations, etc.; pronouncing biographical dictionary; and other supplementary helps.

The best cyclopedia for a small school library is Johnson's Universal Cyclopedia, in 8 volumes, (\$48.00). This edition was thoroughly revised under the direction of C. K. Adams as editor-in-chief, between 1893-95. A subsequent so-called edition extending the work to 12 volumes, under the name of Universal Cyclopedia, is not a revision, the old plates being used, and an appendix being added to each volume, giving some later data, which were

more conveniently found in a good year book. The older edition can now be bought for about half its original cost, from its publishers (D. Appleton, New York), or from second-hand dealers for still less.

There are several year books which are indispensable. First, because most easily available, the World Almanac, the annual publication of the New York World. This contains all kinds of information both for the U. S. and foreign countries, as election returns, statistics, political information, etc. (Indexed, 40c. cloth.)

The Statesman's Year Book (published by Macmillan, \$3.00), contains both statistical and descriptive information regarding all of the countries of the world, and has so much of permanent value that in very small libraries it would not be essential that it be bought each year, as forms of government, trade and industries,

commerce, etc., do not materially change from year to year.

The International Year Book (published by Dodd, \$4.00), is a compendium of the world's progress and history, with biographical studies, particularly of great men who have died during the year. This should be bought each year.

Three smaller books of first importance are Champlin's Young folks' cyclopedia of persons and places; Young folks' cyclopedia of common things; Young folks' cyclopedia of literature and art, (Holt, \$2.50 each). Their names define their scope, and next to Webster's dictionary they would be the most useful and available reference books for young students.

Brewer's, The Reader's handbook of allusions, references, plots, and stories, supplies a mass of information in brief, lucid accounts of names and allusions which the reader is constantly meeting. (Lippincot, \$3.50.)

Walsh's *Curiosities of popular customs, rites, ceremonies, observations, and miscellaneous antiquities*, is particularly helpful for special days, as Hallowe'en, St. Valentine, Christmas and others.

A good book of quotations and a collection of poetry concludes the list of most indispensable books of reference. Bartlett's *Familiar quotations* and Bryant's *Library of poetry and song*, are still among the best books of their kind.

A strong word of caution is urged against the purchase of the numerous "collections" and "libraries" of history, of literature, of science, of universal information, and what not, which are flooding the country through subscription agents. Never buy a subscription book on the sole recommendation of its agent. It will surely be matter for serious regret, and the money which has gone into a large and probably cheap set of books,

cheap in every way, could be expended for good books that are of known value and utility.

The selection of books for reference and collateral work in history, civics, literature, and science, should be made with due care to proportion and to adaptability to the work of the school. In history, shorter works have taken the place of the old many-volume histories. In secondary schools Fiske is certainly better than Bancroft, and by the side of Fiske's American Revolution, put Mitchell's Hugh Wynn: Free quaker, both for the enjoyment of good literature, and for the character studies of Washington, Hamilton, and Benedict Arnold. In literature let the editions be standard, of the few poets, and one or two volumes of the best essayists, as Emerson, Carlyle, Arnold, and Lamb. In biography choose from such series as the American statesmen, and the English men of letters.

CHAPTER VII.

Public Documents

TEACHING has changed its methods and the old books of reference no longer suffice. In the so-called laboratory work, required in all studies, primary material has become a matter of necessity. History, civics and geography for example, all demand original documents and data on historical, judicial, industrial, commercial and municipal subjects. Much of this material is to be found in public documents which are indispensable in the smallest library. They are too often quite neglected, possibly because they are so easily obtained, for they may literally be had for the asking.

These documents are divided into three classes: those of the federal government, published by the government at Washington; those of the state governments,

published by the several commonwealths; those of the municipal government, published by the individual city or village.

The three questions which a librarian must consider regarding public documents are,—what do we need, how can we get them, and how shall they be classified and catalogued?

Among the government documents of first importance are the annual reports of the U. S. Commissioner of Education, the Year book of the Department of Agriculture, the Compilation of Treaties in force in 1899, annual reports of the Civil service commission, and the U. S. Consular reports.

The reports of the Commissioner of Education are of the greatest value to the teacher, being a record of educational progress and containing papers on special subjects, as well as full statistical tables. Glancing at the table of contents in the

last report, one notes the following: School supervision; Free text-books, benefits, objections, cost; Agriculture in Rural schools; Rural school libraries; Child study in Chicago. This file should be begun at once and kept up-to-date, as it is an authoritative work in educational history and is of permanent value.

The Agricultural year books are well illustrated and not confined to technical matters of interest to the farmer only, but treat many subjects of general interest, as the beet sugar industry, irrigation, uses of wood, olive culture in the U. S. etc. Of such reports as the Civil service, and the Consular, occasional volumes would be sufficient, and those of particular importance are frequently noted in the bibliographies and reference lists in the text-books on history, civics and geography.

There are two ways to obtain these

documents. First, through the Supt. of Documents, Washington, D. C. Write for what you want and state that it is for a school library. If he cannot supply, he will tell you how to procure it. Second, through the congressman of your district who is entitled to copies of all documents for distribution.

In cataloguing these documents the author entry is under the name of the U. S. department or bureau by which the document is issued, for E. g., U. S.—Education, Bureau of. Reports of Commissioner of Education, 1902. One author card, of course, is sufficient for the set, the new books being entered on the old card. The subject card would be U. S.—Education, as this would bring the card in the subject catalogue next others on education in the U. S. In some libraries all books on education are entered under Education. It is a matter for the

individual librarian to decide, but having decided, care is always necessary that uniformity be maintained. The other author cards would be U. S.—Agriculture, Dept. of; U. S.—Civil Service commission, etc. In classifying, place the books with others on the same subject. The Treaties in 973 with U. S. History. the Commissioner of Education in 370, the Agricultural Year book in 630.

State documents follow very much in the order of U. S. documents, and the first on this list should be the Annual report of the Supt. of Public instruction, it being an indispensable reference book for the school board, the school principal, and the school teacher, containing not only the report and recommendations of the Superintendent and summary of school legislation and statistics, but also articles on practical school problems.

Next on the list of state documents is

the book familiarly known as the Michigan manual, or the red book. This is the official hand-book of the legislature. It is the book from which the text-books of civil government of Michigan are almost literally and bodily taken.

The annual reports of the Bureau of labor contain chapters on important manufacturing industries, as the peppermint industry, the silk industry, manufacture of Portland cement, etc., etc. It will be a surprise to many to learn here that the largest producer of peppermint oil in the world is the A. M. Todd Co., of Kalamazoo, and the largest peppermint farm in the world is owned by this company, and 90 per cent of all the peppermint oil in the world is distilled within a radius of 75 miles of Kalamazoo.

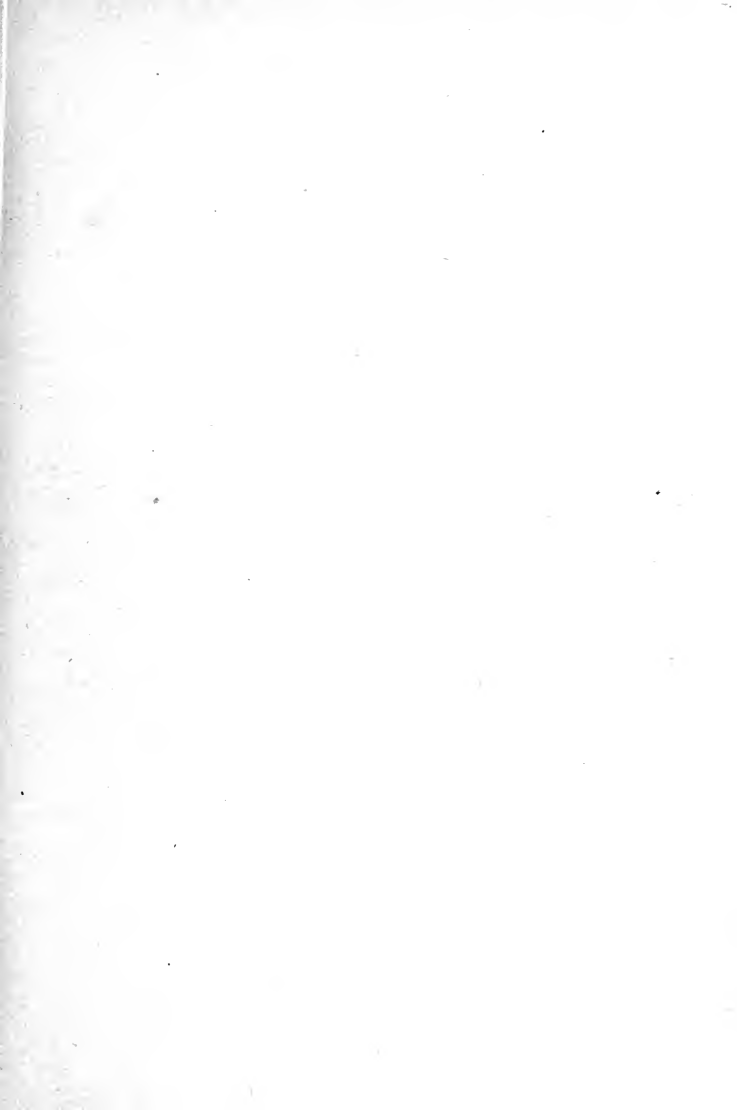
Other reports of which occasional volumes would be of value, are the Commissioner of Railroads, the Geological

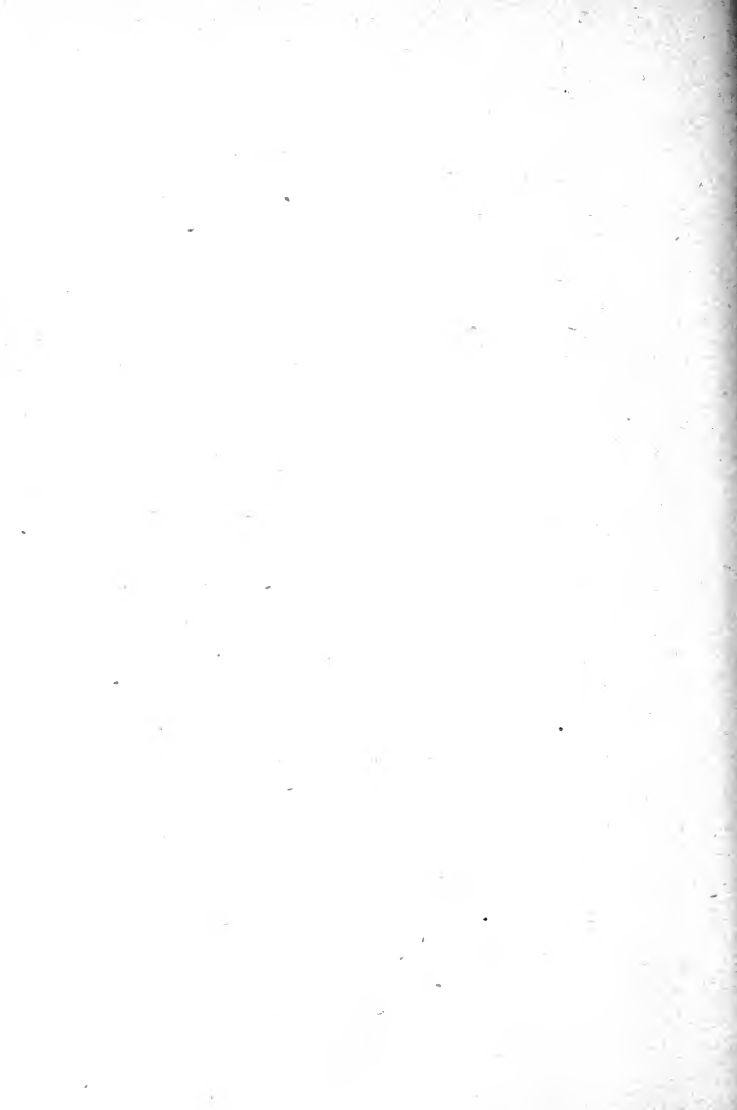
survey, the Pioneer and historical collections.

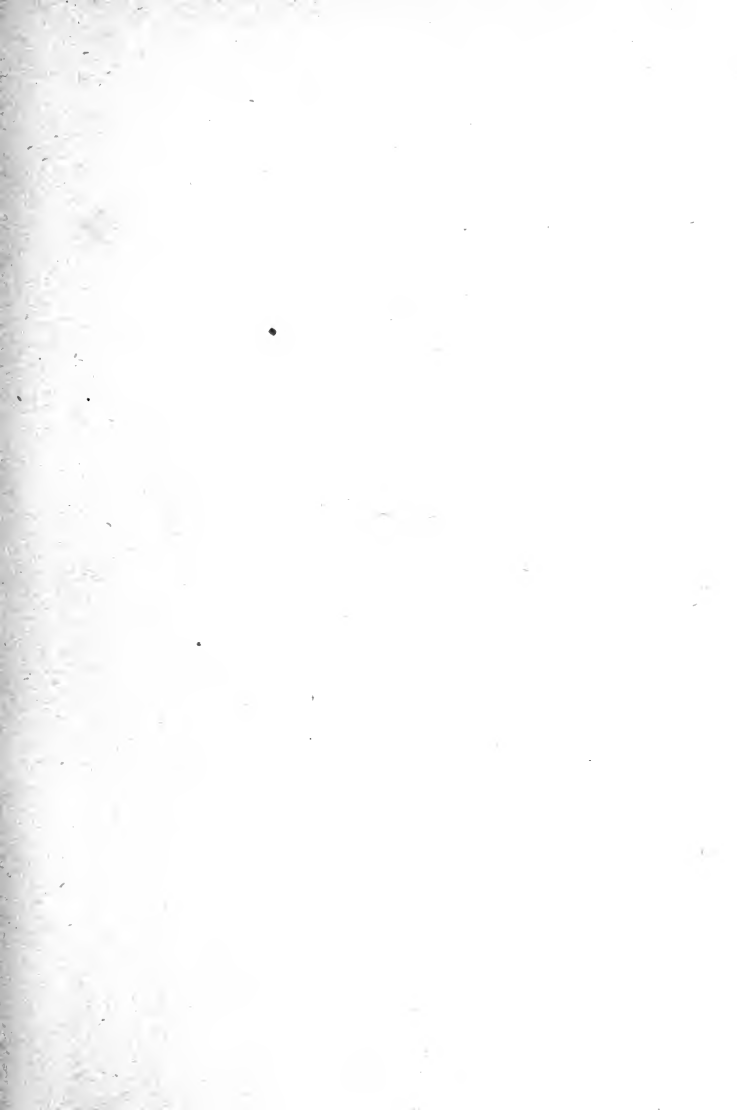
When the legislature is in session the Legislative journal should be added to the list, and request made for it to the representative from the district. For all documents it is best to address the state librarian, Mary C. Spencer, she being also secretary of the State library commission, through which office she is entitled to certain privileges in the distribution of documents.

Municipal publications are so limited in number in small towns that a few words will suffice to enumerate them. A city or an incorporated village has its charter, which is readily obtained. The records of the council are published in one of the local papers. This practically exhausts the list, but there are other unofficial records of local character that should be gathered and kept. Historical notices regarding

the town, biographical sketches of prominent townsmen, dedicatory exercises in connection with public buildings, programs of entertainments, school commencements, and exercises. All of these are the material from which history is written. To keep them is an easy matter, if nothing more is done than to put them in a box, with no present attempt at classification. One thing is of absolute importance in newspaper clippings, write the date and name of the paper on the margin. Two boxes, one labelled SCHOOL, the other labelled with the name of the town, would be all the apparatus necessary to begin a local historical collection, which would soon become invaluable, in the small school library.









14 DAY USE

RETURN TO DESK FROM WHICH BORROWED

353 LIBRARY SCHOOL LIBRARY

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on the date to which renewed.

Renewed books are subject to immediate recall.

JAN 27 1960

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